R E P O R T R E S U M E S

ED 017 843 AC 002 087

SADDLE HORSE AND OTHER LIVESTOCK ADVISORS' PERCEPTIONS OF 4-H CLUB WORK IN OHIO.

BY- GROVES, ROBERT H.
OHIO STATE UNIV., COLUMBUS

PUB DATE DEC 67

EDRS PRICE MF-$0.25 HC-$1.24 29P.

DESCRIPTORS- *HORSES, *YOUTH CLUBS, *PERCEPTION, *EXTENSION AGENTS, *ANIMAL SCIENCE, RESEARCH, MASTERS THESES, EDUCATIONAL BACKGROUND, FAMILY INCOME, PROGRAM CONTENT, PROGRAM ATTITUDES, LEADERSHIP TRAINING, FINANCIAL SUPPORT, PARTICIPANT SATISFACTION, STATISTICAL DATA, INDIVIDUAL CHARACTERISTICS, SEX DIFFERENCES, JOB TENURE, OHIO, FOUR H CLUBS,

PERCEPTIONS AND UNDERSTANDINGS OF 4-H OBJECTIVES AND PROGRAMS OF 4-H SADDLE HORSE ADVISORS WERE COMPARED WITH THOSE OF OTHER LIVESTOCK ADVISORS IN NORTHEASTERN AND SOUTHWESTERN DISTRICTS OF OHIO. DATA WERE COLLECTED BY QUESTIONNAIRES FROM 90 SADDLE HORSE AND 133 OTHER LIVESTOCK ADVISORS. STATE 4-H STAFF AND SUPERVISORS PROVIDED CORRECT ANSWERS. THE TWO GROUPS OF ADVISORS DIFFERED IN SUCH PERSONAL CHARACTERISTICS AS TENURE AS ADVISOR, SEX, FORMER 4-H EXPERIENCE, AND OCCUPATIONAL STATUS. NO DIFFERENCE EXISTED IN FORMAL EDUCATION, SIZE OF CLUB, OR LEVEL OF ANNUAL INCOME OF CLUB FAMILIES. THERE WAS HIGH AGREEMENT AMONG THE ADVISORS ON THE IMPORTANCE OF THE TEN NATIONAL 4-H OBJECTIVES, AND IN THEIR ATTITUDES REGARDING CLUB PHILOSOPHY AND MEMBER GROWTH. DISAGREEMENT EXISTED ON ATTITUDES REGARDING LEADERSHIP DEVELOPMENT, CLUB ORGANIZATION, PLANNING, ACTIVITIES, AND PROJECT WORK. BOTH GROUPS DISAGREED WITH STATE AND STAFF SUPERVISORS ON SUCH PROGRAM ASPECTS AS IMPORTANCE OF THE COUNTY FAIR AND MEMBER EXHIBITION. IT WAS FELT THAT SADDLE HORSE PROJECTS RECEIVED LESS ASSISTANCE FROM STATE AND COUNTY EXTENSION STAFFS, BUT BOTH GROUPS INDICATED THEY RECEIVED ADEQUATE ASSISTANCE, AND WERE SATISFIED WITH THEIR POSITIONS AS 4-H ADVISORS. RECOMMENDATIONS ARE GIVEN FOR TRAINING OF SADDLE HORSE AND OTHER LIVESTOCK ADVISORS. THE APPENDIX INCLUDES DATA TABLES. (PT)

ED017843

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ABSTRACT

SADDLE HORSE AND OTHER LIVESTOCK ADVISORS' PERCEPTIONS OF 4-H CLUB WORK IN OHIO

A THESIS

Presented in Partial Fulfillment of the Requirements
for the Degree Master of Science

by

Robert H. Groves

Department of Agricultural Education
The Ohio State University

December, 1967

Ohio Cooperative Extension Service

COOPERATIVE EXTENSION WORK
IN
AGRICULTURE AND HOME ECONOMICS
STATE OF OHIO

COLLEGE OF AGRICULTURE AND HOME ECONOMICS OF THE OHIO STATE UNIVERSITY AND THE UNITED STATES DEPARTMENT OF AGRICULTURE COOPERATING

COOPERATIVE EXTENSION SERVICE
2120 FYFFE ROAD
COLUMBUS, OHIO 43210

March 13, 1968

Mr. Roger DeCrow
ERIC Clearing House on Adult Education
Syracuse University
107 Roney Lane
Syracuse, New York 13210

Dear Mr. DeCrow:

Enclosed find an abstract of a study completed recently in Ohio titled "Saddle Horse and Other Livestock Advisors' Perceptions of 4-H Club Work in Ohio" by Robert H. Groves. This for use in indexing in the ERIC Clearing House.

Thanks very much.

Sincerely,

Clarence J. Cunningham
Leader, Professional Improvement
Studies and Evaluation

CJC:bb
Enc.

TABLE OF CONTENTS

	Page
Background	1
Purpose of the Study	2
Objectives	2
Method of Investigation	3
Summary of Findings	4
Conclusions	9
Recommendations	11
Appendix	14-27

Background

Ohio 4-H Club work, the youth phase of the Cooperative Extension Service, has depended upon the dedicated leadership of some 12,000 local volunteer leaders to conduct its educational program. County extension agents increasingly rely on the advisors to set the stage for the club members' learning experiences and do the actual teaching.

The saddle horse project has been one of the most rapidly growing projects in Ohio and throughout the nation in recent years. The number of saddle horse projects in Ohio increased more than 1200 per cent from 1955 to 1965. During the same decade the number of dairy and other livestock projects remained nearly constant. Table 1 gives an indication of this development.

TABLE 1

NUMBERS OF SELECTED LIVESTOCK PROJECTS IN OHIO 4-H CLUB WORK

Year	Saddle Horses	Dairy	Beef	Sheep and Swine
1955	651	7506	4569	6843
1960	3627	6893	4636	7498
1965	8131	6291	5589	8302

The increase in the number of saddle horse 4-H members was accompanied by a group of 4-H advisors who possessed great enthusiasm for their project and a keen interest in working with young people. Many of these came from urban and non-farm homes and were relatively unacquainted with Extension. It was the task of the county extension

agents to guide and direct this enthusiasm toward the educational benefit of the young people involved.

This study, conducted in 15 counties in Northeastern Ohio and 15 counties in Southwestern Ohio, was designed to assist the Cooperative Extension Service in analyzing attitudes toward the 4-H program as perceived by saddle horse and other livestock advisors.

Purpose of the Study

This study was designed to determine 4-H saddle horse advisors' perceptions and understandings of 4-H objectives and programs and to compare these with the perceptions and understandings of other livestock advisors. It was also designed to answer, in part, the question of whether or not saddle horse advisors were "different" from other livestock advisors.

Objectives

Specific objectives of this study were:

1. To identify differences in selected characteristics of saddle horse advisors as compared with other livestock advisors.
2. To determine and compare saddle horse and other livestock advisors' perceptions of the ten national 4-H objectives.
3. To measure and compare saddle horse and other livestock advisors' level of understanding of the 4-H program.
4. To identify and compare the degree of consensus between saddle horse and other livestock 4-H advisors'

perceptions of the assistance received from county and state extension staffs.

5. To measure and compare the level of role satisfactions of saddle horse and other livestock advisors.

Method of Investigation

The population for this study included 545 4-H advisors in the Northeastern and Southwestern Districts of Ohio. Data were collected from a 50 per cent sample of the total population. Survey instruments were received from 85 per cent of the sample of advisor chairmen in saddle horse and other livestock clubs.

A total of 90 saddle horse and 133 other livestock advisors questionnaires were used in the data for the study. The respondents were divided into two groups for comparison purposes. Where the study was designed to measure the level of understanding of advisors, the comparisons of the saddle horse group and other livestock group were made with state 4-H staff and supervisors providing the "correct" answers.

Tests for significant differences in characteristics of respondents were made by using the chi square test. In arriving at statistical calculations for rank order correlation, Spearman's rho was used as the statistical test. Chi-square tests were used to determine differences in the understandings of saddle horse and other livestock advisors on statements regarding 4-H programs. In addition, the right-wrong score was determined for each individual and the average scores were found for saddle horse advisors and other livestock advisors. A standard deviation was determined for these average

scores. Chi square tests of difference were used to compare attitudes of saddle horse advisors and other livestock advisors on assistance received from state and county extension staffs and level of advisor satisfaction.

Summary of Findings

The median tenure as advisor of saddle horse advisor chairmen was 3.81 years while the median for other livestock advisor chairmen was 5.98 years. Ninety per cent of the saddle horse advisors had fewer than 10 years experience as compared to approximately 70 per cent of the other livestock advisors. This difference was significant at the .01 level.

Saddle horse advisors had a median of 2.8 years as advisor chairmen while other livestock advisors had served as advisor chairmen for a median of 4.78 years. This difference was significant at the .01 level.

Thirty-seven per cent of the saddle horse advisor respondents were women while only eleven per cent of the other livestock respondents were women. This difference was significant at the .01 level.

There was significant difference ($P < .01$) between the groups of advisors in terms of their experience as former 4-H members, with 41 per cent of the saddle horse advisors and 65 per cent of the other livestock advisors having been 4-H members.

Other livestock advisors were better acquainted with Extension than saddle horse advisors prior to their serving as 4-H advisors. Twenty-three per cent of the saddle horse advisors and four per cent of the other livestock advisors indicated they did not know about Extension before serving as advisors.

There was little difference in the median years of formal education completed. Saddle horse advisors had completed 12.25 and other livestock advisors 12.11 as medians. However, 37 per cent of the saddle horse advisors had some post-high school education while 25 per cent of the other livestock advisors had formal education beyond high school.

A much higher percentage of the saddle horse advisors served in professional, technical, managerial, clerical and sales occupations than was true of the other livestock advisors. A significant difference in farm occupation was observed with 7 per cent of the saddle horse advisors being farmers while 55 per cent of the other livestock advisors listed farming as their occupation.

No significant difference was found in the size of 4-H clubs with saddle horse advisors' clubs showing a median of 17.5 members and other livestock 18.3 members.

Slight differences in the indicated level of family income were observed with 39 per cent of the families of saddle horse clubs having incomes of $7,500 or more while 23 per cent of the families of other livestock clubs had incomes of $7,500 or more.

There was a high degree of correlation ($r_s = .85$) between the rankings of the ten 4-H objectives by saddle horse advisors and by other livestock advisors. See table 2 in appendix.

Saddle horse advisor chairmen and other livestock advisor chairmen differed significantly in their attitudes toward the following statements: See tables in appendix.

Philosophy of 4-H

e. A 4-H advisor should visit each member's home. (A higher percentage of other livestock than saddle horse advisors agreed with this statement.)

4-H Club Organization and Planning

a. All members of a club should carry the same project. (A higher percentage of other livestock than saddle horse advisors disagreed with this statement.)

b. 4-H clubs should meet throughout the year. (A higher percentage of saddle horse than other livestock advisors agreed with this statement.)

4-H Club Activities

a. 4-H should encourage members to develop hobbies. (A higher percentage of saddle horse than other livestock advisors agreed with this statement.)

b. Recreational activities are not very important to 4-H. (A higher percentage of saddle horse than other livestock advisors disagreed with this statement.)

4-H Project Work

a. A member may have an equally valuable experience with the saddle horse project as with the dairy calf project. (A higher percentage of saddle horse than other livestock advisors agreed with this statement.)

4-H Leadership Development

a. 4-H members should secure and introduce outside speakers. (A higher percentage of saddle horse than other livestock advisors agreed with this statement.)

More than 25 per cent of all advisor chairmen (saddle horse and other livestock) had different attitudes than state 4-H staff and supervisors toward the following statements (number in parentheses indicates the percentage that disagreed with state staff-supervisors):

Philosophy of 4-H

a. Failure to complete a project should not bar a boy or girl from future club work. (26.6%)

b. Advisors should be elected by the club members. (25.7%)

4-H Club Organization and Planning

a. All members of a club should carry the same project. (33.8%)

b. 4-H clubs should meet throughout the year. (32.1%)

4-H Club Activities

a. Good human nutrition and physical fitness should be taught in all 4-H clubs. (26.5%)

b. The county fair should be the most important event of the year. (69.8%)

c. All members should exhibit at the county fair. (82.7%)

Measuring 4-H Member Growth

a. Advisors should set goals for each club member. (38.1%)

b. Because we live in such a competitive society, every member should enter into contests and competition. (50.9%)

c. The 4-H grade (A,B,C,D) is a poor indicator of how much a member has learned. (30.7%)

4-H Leadership Development

a. Members need to serve as club officers in order to develop leadership abilities. (57.3%)

The mean overall right-wrong score of saddle horse advisors was 29.0 compared with 28.8 for other livestock advisors. This indicated a high degree of correlation between the understandings of saddle horse advisors and other livestock advisors. See table 9 in appendix.

Both saddle horse and other livestock advisors indicated a need for project assistance in selection and judging, showing and exhibiting, and understanding and working with youth. In addition, a large number of other livestock advisors indicated a need for assistance in planning club meetings and programs. Sixty-one per cent of the saddle horse advisors and 60 per cent of the other livestock advisors indicated that they were receiving adequate project assistance at the time of the study.

The mean weighted score for assistance received from county and state Extension staffs was slightly lower as ranked by other livestock advisors than by saddle horse advisors. The correlation was 1.00 for the ranking of the five areas of assistance. Both the saddle horse advisors and the other livestock advisors felt that the saddle horse project area received less assistance than clothing, foods, dairy, beef, sheep, swine, and non-livestock agriculture. See table 10 in appendix.

There was no significant difference in the level of satisfaction between the two groups of advisors. Both groups expressed a high degree of satisfaction.

Conclusions

The following conclusions were based on the interpretations of this study:

1. Saddle horse advisors and other livestock advisors differed significantly in personal characteristics such as tenure as a 4-H advisor, tenure as advisor chairman, sex of the advisors, former experience as 4-H members, acquaintance with Extension before serving as an advisor, and occupational status.
2. There was no significant difference between saddle horse and other livestock advisors in terms of years of formal education completed, size of 4-H club, and level of annual income of families in the club.

3. There was high agreement among saddle horse and other livestock advisors of the importance of the ten national 4-H objectives in their clubs.
4. There was high agreement between saddle horse and other livestock advisors on attitudes regarding philosophy of 4-H and measuring 4-H member growth.
5. There was considerable disagreement between saddle horse and other livestock advisors on attitudes regarding 4-H club organization and planning, 4-H club activities, 4-H project work, and 4-H leadership development.
6. There was substantial disagreement between both groups of advisors and the state staff-supervisors on eleven of the thirty-six statements regarding 4-H programs. This disagreement was found in all categories except 4-H project work. There was marked disagreement on the importance of the county fair and the necessity of 4-H members exhibiting at the county fair. Both groups of advisors felt strongly that the fair should be the most important event of the year and that all members should exhibit at the county fair.
7. Both saddle horse and other livestock advisors agreed on areas of project assistance needed and a majority of both groups indicated they received adequate assistance at the time of the study.

8. Both groups felt the saddle horse project area received less assistance from state and county extension staffs than other livestock, non-livestock agriculture, clothing, and foods.
9. Both groups were highly satisfied with their position as 4-H advisors.

Recommendations

The following recommendations were based upon the data obtained in this study, the literature reviewed, and through conversations with other Extension staff members. They were tempered by the experience and judgment of the writer as a County and Area Extension Agent, 4-H.

1. Saddle horse and other livestock advisors should receive training based on educational research regarding growth and development of youth.
2. Extension agents should capitalize on the enthusiasm of saddle horse members, parents, and advisors in planning advisor training and educational learning experiences for 4-H members.
3. Advisor training for saddle horse advisors should include the basic philosophy, objectives, and organization of 4-H.
4. Extension agents should, when meeting with 4-H advisors, emphasize the similarities of project groups but at the same time realize that some differences in personal characteristics do exist.

5. State 4-H staff and district supervisors should evaluate the different attitudes evidenced by data in this study and develop guidelines to assist agents in discussing current 4-H and Extension program directions with advisors. Examples would include county fairs and competition.
6. Since the saddle horse project is now an established part of the 4-H program, Extension staff members should use innovative methods and programs to enchance its educational growth and development.
7. Additional research should be conducted in areas such as:
   a. Extension staff members' attitudes toward the saddle horse project in 4-H.
   b. Reasons for the controversy that has surrounded the saddle horse project since its inception.
   c. Contributions of breed associations, horse shows, and other activities to the education of youth.
   d. Re-enrollment of saddle horse members and advisors compared to other project groups.
   e. Leadership development of saddle horse members compared to other groups.
   f. Adapting the enthusiasm and devotion inherent in the saddle horse project to other groups.

g. Occupational pursuits of former saddle horse and other livestock 4-H members.

8. An abstract of this study should be made available to Extension staff members throughout the state.

APPENDIX

TABLE 2

ADVISORS RANKINGS OF THE TEN NATIONAL 4-H OBJECTIVES

Objectives	Saddle Horse Advisors N = 85		Other Livestock Advisors N = 123	
	Mean	Rank	Mean	Rank
To help 4-H members gain new knowledge, skills, and attitudes through real-life experiences.	3.30	1	2.62	1
To help 4-H members cultivate desire and ability to cooperate with others.	3.64	2	3.93	2
To help 4-H members develop leadership talents and abilities.	4.20	3	3.98	3
To help 4-H members practice healthful living and constructive use of leisure time.	4.58	4	6.79	8
To help 4-H members strengthen personal standards and citizenship ideals.	4.68	5	4.28	4
To help 4-H members realize the satisfactions and dignity of work.	4.92	6	5.04	5

TABLE 2 - Continued

Objectives	Saddle Horse Advisors N = 85		Other Livestock Advisors N = 123	
	Mean	Rank	Mean	Rank
To help 4-H members recognize the value of research and learn the decision-making processes.	6.71	7	6.60	6
To help 4-H members explore career opportunities and continue needed education.	7.17	8	6.90	9
To help 4-H members understand how agriculture and home economics contribute to the economy and human welfare.	7.75	9	6.67	7
To help 4-H members appreciate nature and apply conservation principles.	8.05	10	8.25	10

$r_s = .85$ $P < .01$

TABLE 3

ADVISORS ATTITUDES AND UNDERSTANDINGS
REGARDING PHILOSOPHY OF 4-H

Statements	Response of State 4-H Staff and Supervisors	Saddle Horse Advisors			Other Livestock Advisors		
		Agree	Disagree	% Agreement with Staff and Supervisors	Agree	Disagree	% Agreement with Staff and Supervisors
4-H membership should be limited to rural boys and girls.	Disagree	10	79	88.8	12	118	90.8
The main purpose of 4-H is to train future farmers and future homemakers.	Disagree	14	76	84.4	33	96	74.4
The 4-H age is an ideal time to develop personal standards and a philosophy for living.	Agree	85	2	97.7	129	1	99.2
Failure to complete a project should not bar a boy or girl from future club work.	Agree	62	26	70.4	95	31	75.4

TABLE 3 - Continued

Statements	Response of State 4-H Staff and Supervisors	Saddle Horse Advisors			Other Livestock Advisors		
		Agree	Disagree	% Agreement with Staff and Supervisors	Agree	Disagree	% Agreement with Staff and Supervisors
4-H clubs contribute to character building by teaching honesty and responsibility.	Agree	90	0	100.0	128	2	98.5
Only boys and girls from "better" families should join 4-H clubs.	Disagree	0	89	100.0	1	129	99.2
Advisors should be elected by the club members.	Disagree	19	68	78.2	36	91	71.7
A 4-H advisor should visit each member's home.	Agree	75[a]	15[a]	83.3	124[a]	5[a]	96.1
Parents should attend at least one club meeting each year.	Agree	84	6	93.3	121	6	95.3

[a] $p < .01$

TABLE 4

ADVISORS ATTITUDES AND UNDERSTANDINGS REGARDING
4-H CLUB ORGANIZATION AND PLANNING

Statements	Response of State 4-H Staff and Supervisors	Saddle Horse Advisors			Other Livestock Advisors		
		Agree	Disagree	% Agreement with Staff and Supervisors	Agree	Disagree	% Agreement with Staff and Supervisors
A 4-H club should be limited to 10 members.	Disagree	10	78	88.6	16	114	87.7
All members of a club should carry the same project.	Disagree	44[a]	46[a]	51.1	31[a]	101[a]	76.5
The club program should be planned by the members with guidance from advisors.	Agree	85	5	94.4	130	3	97.7
4-H clubs should meet throughout the year.	Agree	72[a]	17[a]	80.9	78[a]	54[a]	59.1

TABLE 4 - Continued

Statements	Response of State 4-H Staff and Supervisors	Saddle Horse Advisors			Other Livestock Advisors		
		Agree	Disagree	% Agreement with Staff and Supervisors	Agree	Disagree	% Agreement with Staff and Supervisors
Club meetings should be conducted by parliamentary procedures.	Agree	83	4	95.4	123	5	96.1
The club program should be planned early in the year.	Agree	87	3	96.7	127	3	97.7
Each 4-H club should have a constitution or guidelines for the group.	Agree	85	5	94.4	132	1	99.2

$^{a}p < .01$

TABLE 5

ADVISORS ATTITUDES AND UNDERSTANDINGS
REGARDING 4-H CLUB ACTIVITIES

Statements	Response of State 4-H Staff and Supervisors	Saddle Horse Advisors			Other Livestock Advisors		
		Agree	Disagree	% Agreement with Staff and Supervisors	Agree	Disagree	% Agreement with Staff and Supervisors
The county fair should be the most important event of the year.	Disagree	65	23	26.1	85	42	33.1
Good human nutrition and physical fitness should be taught in all 4-H clubs.	Agree	64	26	71.1	97	32	75.2
4-H camp should teach members an appreciation of natural resource conservation.	Agree	84	4	95.4	118	8	93.7
4-H should encourage members to develop hobbies.	Agree	83[a]	4[a]	95.4	94[a]	32[a]	74.6

TABLE 5 - Continued

Statements	Response of State 4-H Staff and Supervisors	Saddle Horse Advisors			Other Livestock Advisors		
		Agree	Disagree	% Agreement with Staff and Supervisors	Agree	Disagree	% Agreement with Staff and Supervisors
All members should exhibit at the county fair.	Disagree	77	13	14.4	105	25	19.2
Community service projects are an important part of the club program.	Agree	78	11	87.6	116	12	90.6
Member participation in County activities is an important part of the club program.	Agree	85	5	94.4	122	8	93.9
Recreational activities are not very important to 4-H club work.	Disagree	4[b]	84[b]	95.4	19[b]	110[b]	85.3

[a] $p < .01$

[b] $p < .05 > .01$

TABLE 6

ADVISORS ATTITUDES AND UNDERSTANDINGS
REGARDING 4-H PROJECT WORK

Statements	Response of State 4-H Staff and Supervisors	Saddle Horse Advisors			Other Livestock Advisors		
		Agree	Disagree	% Agreement with Staff and Supervisors	Agree	Disagree	% Agreement with Staff and Supervisors
A member may have an equally valuable experience with the Saddle Horse project as with the Dairy Calf project.	Agree	86[a]	3[a]	96.6	110[a]	20[a]	84.6
Club members should learn skills that will help them in later life.	Agree	76	14	84.4	112	16	87.5
Every club member should carry a project.	Agree	89	1	98.9	128	2	98.5

[a] $p < .01$

TABLE 7

ADVISORS ATTITUDES AND UNDERSTANDINGS REGARDING MEASURING 4-H MEMBER GROWTH

Statements	Response of State 4-H Staff and Supervisors	Saddle Horse Advisors			Other Livestock Advisors		
		Agree	Disagree	% Agreement with Staff and Supervisors	Agree	Disagree	% Agreement with Staff and Supervisors
All members should receive satisfaction from their work.	Agree	88	2	97.8	127	6	95.5
Advisors should set goals for each club member.	Disagree	39	49	55.7	44	86	66.1
Because we live in such a competitive society, every member should enter into contests and competition.	Disagree	38	51	57.3	73	56	43.4

TABLE 7 - Continued

Statements	Response of State 4-H Staff and Supervisors	Saddle Horse Advisors			Other Livestock Advisors		
		Agree	Disagree	% Agreement with Staff and Supervisors	Agree	Disagree	% Agreement with Staff and Supervisors
The 4-H grade (A,B,C,D) is a poor indicator of how much a member has learned.	Agree	60	29	67.4	91	38	70.5
4-H members should evaluate themselves.	Agree	74	15	83.1	109	19	85.2
Receiving an honor club award indicates that the club members learned a lot during the year.	Disagree	25	62	71.3	23	101	81.4

TABLE 8

ADVISORS ATTITUDES AND UNDERSTANDINGS REGARDING
4-H LEADERSHIP DEVELOPMENT

Statements	Response of State 4-H Staff and Supervisors	Saddle Horse Advisors			Other Livestock Advisors		
		Agree	Disagree	% Agreement with Staff and Supervisors	Agree	Disagree	% Agreement with Staff and Supervisors
Members need to serve as club officers in order to develop leadership abilities.	Disagree	51	39	43.3	75	55	42.3
4-H members should secure and introduce outside speakers.	Agree	84[a]	6[a]	93.3	104[a]	23[a]	81.9
Citizenship training is an important phase of 4-H.	Agree	89	1	98.9	122	9	93.1

[a] $p < .05 > .01$

TABLE 9

FACTORS ASSOCIATED WITH TOTAL SCORES OF ADVISORS ON STATEMENTS REGARDING 4-H

Factor	Saddle Horse Advisors	Other Livestock Advisors
Low Score	22	20
High Score	34	35
Mean Score	29.0	28.8
Most Frequent Score	29	29
Standard Deviation	2.76	2.66

TABLE 10

ADVISORS ATTITUDES REGARDING ASSISTANCE RECEIVED FROM COUNTY AND STATE EXTENSION STAFFS

	Saddle Horse Advisors			Other Livestock Advisors		
Project Area	Mean Weighted Score*	Rank	No Response	Mean Weighted Score*	Rank	No Response
Clothing	4.22	1	53	3.85	1	44
Foods	4.03	2	53	3.81	2	44
Dairy, Beef, Sheep, Swine	4.00	3	52	3.61	3	6
Non-livestock agriculture	3.76	4	56	3.08	4	30
Saddle Horses	3.27	5	2	2.99	5	45

*Based on 0-5 scale.

$r_s = 1.00$

ERIC Clearinghouse
MAR 21 1968
on Adult Education